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APRIL 1947

A  
MAGAZINE  
FOR CHURCH  
SCHOOL  
WORKERS

the

CHURCH  
SCHOOL

Teachers



# THE CHURCH SCHOOL TEACHER

VOLUME XVI No. 4

APRIL 1947

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*Photograph by Harold M. Lambert*

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# The Church School Teacher

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## *Teaching with Still Pictures*

By STANLEY L. JOHNSTON

THE INVENTION of the printing press marked the beginning of a new age in methods of teaching because it made possible the possession of printed material by every individual. In like manner, many educational leaders believe that the present production in quantity of colored and of black-and-white pictures has also ushered in a new age in educational methods. Pictures are used in large numbers for illustrations in books and periodicals, filmstrips, slides, stereographs, moving pictures, and for other purposes. It is now possible to illustrate written materials more effectively, and every student and teacher may possess copies of almost any picture desired.

Both printed and spoken language is a medium for thinking and expressing ideas. Pictures are assuming an important role as an easily understood means of com-

munication. Supplementing language with pictures is making the communication of ideas, a story, or a situation more intelligible. Church-school lessons are more quickly and easily understood because pictures properly related to the lessons are used. Learning is richer, more meaningful, accurate, and complete. Knowledge is retained for a longer period of time. Pupil attendance is better because of increased interest. Pictures tell a story or situation more vividly and interestingly than words. Children have richer learning experiences because the emphasis is not limited to verbal methods of instruction.

### *Flat or Unprojected Pictures*

Flat or unprojected pictures are classified under four divisions:\*

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\* McKnown and Roberts, *Audio Visual Aids to Instruction*.

1. Photographs, prints, paintings, sketches.
2. Wall and bulletin-board pictures.
3. Murals, frescoes, and billboard illustrations.
4. Textbook illustrations.

Church-school teachers are preparing files of flat pictures to illustrate the regular lesson materials. Many excellent pictures are now available for religious instruction. The pictures should be mounted to prevent wear and damage, to make more attractive, and for easier handling. The mounting board should be stiff enough to support itself when placed on edge but thin enough to file compactly.

Pictures are usually obtained for class use in sizes approximately 8x10". A large size is preferred by most teachers because the children can see the details better, and group instruction is possible. Each picture should be mounted on 8½x11" or 8½x14" mounting board for convenience in filing in letter-size or legal-size filing cabinets.

Rubber or paper cement is preferred by many for mounting purposes. Both the back of the picture and the mounting board should be coated with cement. A few in-

structors cover the picture with cellophane to protect it, using sheets larger than the mounting board and overlapping on the back. The overlap is then glued to the back of the mounting board.

### *Projected Still Pictures*

The filmstrip (slide film) and the 2x2" slide are widely used by teachers. The filmstrip consists of a series of pictures printed on 35 mm. film stock in either the single-frame or the double-frame size. Single-frame pictures measure 1x¾" and double-frame 1x1½". The bantam size is also another miniature picture size, but is not used as extensively for instructional purposes. Practically all instructional filmstrips are now printed in the single-frame size.

Dual-purpose projectors designed to use single-frame filmstrips and 2x2" slides are adequate for most purposes in the church and the church school. Tri-purpose machines for single-frame, double-frame, and 2x2" slides are also used extensively.

Photographic 2x2" slides are rapidly replacing the older photographic 3¼x4" slides. However, the larger size is still used extensively for making slides from etched glass, cellophane, Lumarith,

Turn to page 32

## Across the Editor's Desk

IN THIS ISSUE there are several communications from the American Lutheran Church. While these are directed especially to readers of the A. L. C. constituency, members of the Augustana Synod will find them interesting and will be glad to know what is going on in our esteemed sister denomination.

Incidentally the circulation of THE CHURCH SCHOOL TEACHER in the A. L. C. is growing rapidly. We are thankful for their good co-operation.

\* \* \*

Several of our Sunday schools have used *The Sunday School Standard* to rate themselves and discover spots in their program that need improvement. Every week we have requests for the booklet, "A Guide and Measure for Church Councils and Sunday School Workers." Free copies are available upon request.

\* \* \*

A considerable number of schools in our Synod qualify as Standard Schools. The following have submitted reports that have qualified them to receive the Standard Sunday School Certificate:

Immanuel, Mason City, Iowa  
Trinity, Astoria, Oregon

Bethlehem, Cherokee, Iowa  
Trinity, Boxholm, Iowa  
Bethlehem, Rockford, Illinois  
St. Paul's, Ansonia, Conn.  
Zion, Kewanee, Illinois  
First, Bismarck, So. Dak.  
Gethsemane, Austin, Texas  
Providence Valley, Dawson, Minn.  
Augustana, Denver, Colorado  
Grand View, Des Moines, Iowa  
Augustana, Minneapolis, Minn.  
Gloria Dei, St. Paul, Minn.  
Faith, Forest Lake, Minn.  
Mamrelund, Stanton, Iowa  
Bethesda, Murdock, Minn.  
Emanuel, Ogallah, Kansas  
Nazareth, Turlock, Calif.  
Assaria, Assaria, Kansas  
Our Saviour's, Ham Lake, Minn.  
Salem, Brooklyn, N. Y.

\* \* \*

Our Enlistment Program is taking hold in many places. Pastors, superintendents, and teachers are showing concern for increasing enrollment and extending the outreach of the school. In California an increase of 16 per cent has been reported since last September. In New England the Luther League is promoting young people's Bible classes. In Trinity, Duluth, and Arlington Hill, St. Paul, busses have been chartered to bring in many new pupils.

Our goal: 150,000 by 1950!  
Let us all work and pray that we may reach this goal!

\* \* \*

Here is a quotation from a letter from one of our pastors who has written to express appreciation



for the visit of one of our field workers to his congregation. "We have just had a visit from ———. It was far too short, but good enough to make our teachers ask for more of this. . . . I am very happy for the help we received

through this visitation from your office. We will be calling on you again. . . . We certainly need some encouragement and enlightenment here, and the people respond to it. You have a good worker in Miss ———."

## *The Church School Teacher*

By RAYMOND A. VOGLEY

EVERY PASTOR and every Sunday school superintendent whose name has been received at our office is receiving this issue of *THE CHURCH SCHOOL TEACHER*. The regular subscribers may wonder why they have two copies of the April number. It is much easier for the mailing department to handle it this way. We want everyone to see *THE CHURCH SCHOOL TEACHER*. We hope that all of you will read it, especially the plans for enlarging its service to you, both pastors and teachers. We remind you that the American Lutheran Church passed a resolution urging each congregation or Sunday school to provide *THE CHURCH SCHOOL TEACHER* for its teachers. All subscriptions

should be directed to the Periodicals Department of the Wartburg Press.

### *A Word about the Past*

*THE CHURCH SCHOOL TEACHER* originated with the Augustana Synod. For twelve years they issued it. Arrangements were made in 1944 to make the *TEACHER* a co-operative magazine. The January 1945 issue was mailed to all pastors of the American Lutheran Church. Six issues contain the same material but in four issues each year editorials and articles of pointed interest for each synod are carried. Although some articles of general interest have been contributed by the American Lutheran Church to the six issues, yet the

bulk of the editorial responsibility has rested with the Augustana Synod and its Director of Parish Education, J. Vincent Nordgren. The writer of this article is grateful for his work and the willingness of the Augustana Synod to share **THE CHURCH SCHOOL TEACHER** with us.

The editors from both synods have discussed procedures for improving **THE CHURCH SCHOOL TEACHER**. Many features for increasing its value have been approved. Your suggestions will be most helpful.

Each Board has felt the need for more issues in which specific synodical plans and goals can be presented. This issue is an example. The Augustana edition contains its own emphases **just** as the one you are reading refers to the work of Parish Education in the American Lutheran Church. According to present plans at least **SIX** issues will be of such a nature. As the programs develop our Board may assume responsibility for more. This magazine should increasingly be the "trade journal" for our teachers and pastors on matters of Parish Education. In addition to plans of church-wide interest and work, such as "The 300,000 Question," we will have items of in-

terest from the District Committees, news from our Sunday School Teachers' Associations and their regular meetings, reports of the Training Courses and Institutes held throughout the Church, suggestions for the regular meeting of a Sunday school staff, and other summaries of congregational and district activities.

In all issues we will include Enrichment Teaching Helps for teachers in the Primary, Junior and Intermediate Departments. The actual lesson development and suggestions will be based on the Christian Growth Series. These will be prepared by teachers in both synods. In the September issue the enrichment helps for the October lessons will appear. There will be more points on Sunday school administration, including, if possible, a "Superintendent's Column." Visual aids will have their place. We hope to include suggestions for special programs such as Christmas, Easter, and other special occasions in addition to those regularly issued by the publishing houses.

We ask you for such suggestions. Very frequently a general invitation brings no response but right now it must be general. Please tell us about your Christmas pro-

grams! Perhaps you have written your own. You may have used some different approach. What have you done for the little children and for the older children and young people to participate? Please do not delay too long, otherwise, believe it or not, we will not be able to include the suggestions in the October number.

Different playlets, pageants, and programs are available from many sources for Easter. What have been most helpful to you? How many have a special Easter program in the Sunday school?

Mrs. Herman Schulz will be on the editorial staff of *THE CHURCH SCHOOL TEACHER*. As a part of her service to the Board and to the church she will have major responsibilities for our ALC issues and for other items in all issues. The other members of the Literature Committee of the Board may also be contacted. All of us want to serve you.

## *The 300,000*

### *Question*

**T**HIS question started with Committee III, the floor committee on Parish Education at the Appleton Convention.

The members were discussing the growth of the Sunday school. The word growth was used with some care. There had been an increase in enrollment but it was not great. At no time have we achieved a ten per cent increase which had been established as a reasonable goal. Nevertheless in most districts the highest percentage of new members is in the Sunday school. It is one of the Church's very best evangelizing agents.

So the committee started to talk.

What would happen if, as it had been suggested in *THE CHURCH SCHOOL TEACHER*, every teacher won a net of one new scholar? That would give a regular growth of ten per cent without any increase other than that necessary to offset normal losses. What would happen if less confirmands stopped attending Sunday school? What would happen if more classes were organized for Young Adults and Adults? What would happen if more branch schools were started?

The programs in other denominations and synods were discussed. The United Lutheran Church has a goal of a million in Sunday Church School by 1950. The Augustana Synod has started a new



emphasis on enlarging its enrollment.

Some figures were mentioned—225,000, 250,000, 300,000! The committee wanted a challenging question, one that would make us all think about the Great Commission. It asked the Church the three hundred thousand question. It did not set any goals or quotas. It presented a question, "Can the American Lutheran Church have a Sunday school enrollment of 300,000 by 1949?"

The Board began to work on this. Suggestions of an evangelism poster with helpful material were discussed at the November meeting. Instructions were given to continue that work.

At the Regional Meetings of District Committee members this question evoked other questions. All felt that we should try in every way possible to arouse interest and provide helps, invitations, tracts, posters, and talks for the schools. All agreed that the great increase in Sunday school enrollment, work, and interest would never happen if nothing more would be done in the future than had been done in the past. All agreed that we are not interested in padded rolls.

The question was rephrased. It is now "Can the Sunday schools

of the American Lutheran Church have an enrollment of 300,000 by 1950?" The Parish Education Emphasis will extend into 1950. It will require most of 1947 to inaugurate a concerted movement in the Church, preparing the material, using *The Lutheran Youth*, *THE CHURCH SCHOOL TEACHER*, and *The Lutheran Standard* to promote the question, sharing in enlargement programs, community surveys, or spot canvassing.

We can have a worthy growth in our Sunday schools if the following things are accomplished:

1. Enroll more on the Cradle Roll and in the Nursery Department now. The birth rate is high and the Church should reach the homes of church and unchurched with a program of Christian nurture.

2. Strengthen the Senior and Young People's departments in many congregations! The Sunday school loses regularly many of the ten or twelve thousand confirmands. In some areas the ancient tradition that Sunday school is only for unconfirmed members of a congregation must be gradually replaced by the ideal that only with the maturity of thought and understanding implicit in confirmed membership is a high-school stu-

dent ready for personal study of God's Word and work. In other areas the equally unfortunate question, "When I'm confirmed should I go to Sunday school or church?" must be counteracted in the Primary, Junior, and Intermediate departments with the emphasis on both Sunday school and church. The Sunday school is the congregation at study. The church service is the congregation at worship. The Specialized Institutes can prepare more teachers for more effective service in these classes.

3. Add new classes for Young Adults and Older Adults. At least 350,000 confirmed members in the American Lutheran Church do not attend Sunday school. They, too, should continue to grow in the grace and *knowledge* of our Lord. New helps will be included in the Teachers' Quarterly for those conducting Young Adult Classes. Several "elective courses" are now under consideration.

4. Reach, teach, win, and keep more unchurched. Conservatively speaking there are at least fifty million unchurched. When dealing with such figures what does it matter whether the figure is fifty, sixty, or seventy million. Do you know the name and address of one such family? Do you know the names

and addresses of ten such individuals? *What are you doing?* This is the never-finished work of evangelism. This is the work of the congregation to bear witness, to be witnesses for the Saviour King.

Although the 300,000 question refers directly to the Sunday School, yet this program of evangelism should be by the entire congregation and for the entire congregation. It is a program of Parish Evangelism.

## *The International Sunday School Convention*

Des Moines, Iowa

July 23 through 27, 1947

IN PREVIOUS issues of THE CHURCH SCHOOL TEACHER as well as in other periodicals or papers you have read some notices and advance publicity material about the 21st International Sunday School Convention of the International Council of Religious Education. We have mailed and will mail additional information to our pastors and superintendents.



This convention does not conflict at all with our Specialized Institutes which are for teachers in two departments. The convention is for all people interested in Sunday school work. You can see that in the daily themes: Wednesday: The Sunday School and the American Scene. Thursday: The Sunday School and Our Homes. Friday: The Sunday School and Its Leaders. Saturday: The Sunday School and Our Communities. Sunday afternoon: Teach Christ as World Redeemer. Sunday evening: Live Christ in Personal Commitment.

### *The Daily Program*

"The morning convention program will be divided into three periods: morning worship, a Bible hour, and a forum hour. In the forum hour each morning two Sunday school superintendents will bring brief accounts of how they have successfully attacked the problem under discussion. These will be followed by an address on the problem. Then the meeting will be thrown open for forum discussion, with questions from the floor."

Sunday school superintendents and administrators should find this very helpful.

### *The Bible Hour Speakers*

Dr. Paul Hoh, President of the Lutheran Theological Seminary, Philadelphia, will speak Thursday on the subject, "The Bible, the Foundation for Christian Teaching."

Dr. Ernest Thompson, Professor of Church History, Union Theological Seminary of the Presbyterian Church U. S., Richmond, Virginia, will bring a message on Friday on "The Bible in Christian Teaching."

Dr. A. G. Wehrli, Head of the Department of Old Testament and Dean of Eden Seminary, Webster Groves, Missouri, speaks Saturday on the topic, "The Bible and I."

The morning and evening addresses will be of general interest. We can not list all of them. This is a sample. Thomas Clark, Attorney General of the United States, will address the group on the topic, "Can the Church Lead in the Present Situation?" The Hon. Harold E. Stassen, President of the International Council of Religious Education, will speak on "The Community—Problem and Opportunity." Dr. John Baillie, Professor of Divinity at the University of Edinburgh and Moderator of the Church of Scotland,

will close the Convention on Sunday night, calling the delegates to deeper consecration to their tasks as Christian teachers and leaders.

### *Denominational Afternoons*

On Thursday and Friday afternoons joint Lutheran sessions will be held. On Thursday the devotions will be conducted by Dr. G. S. Kuhlmann. Director J. Vincent Nordgren will speak on Leadership Education. Dr. Theodore Finck, Editor-in-chief of the Christian Growth Lessons, will speak about this series of lessons. The balance of the afternoon will be spent in Departmental Conferences. The leaders for the conferences are: Miss Eleanor Stelzner—The Nursery Department; Mrs. J. Vincent Nordgren—The Beginners Department; Miss Locker—The Primary Department; Mrs. Johnson—The Junior Department; The Rev. Wilson Egbert—The Intermediate Department; The Rev. Theodore Finck—The Senior Department; Dr. John Hiltner—The Young People's Department; Dr. Earl Rudisill—The Adult Department; and Director R. A. Vogele—Administration.

The program for Friday afternoon includes an address by Dr. S. White Rhyne, Executive Director

of the Parish and Church School Board, on "Buildings and Equipment," a panel discussion on evangelism with the topic, "Enlisting for the Sunday School," and an inspirational address, "The Lutheran Church's Contribution."

Each synod will have its own program on Saturday. Your Board will present its material for Parish Education Week and outline general plans for the coming year.

### *Registration*

Since ten thousand people may attend this convention a regular procedure for registration will be followed. Registration cards may be secured from Columbus. All cards will be sent directly to the office of the International Council at Chicago. The registration card should be accompanied with the registration fee of \$5.00, or \$2.00 can be sent now and the balance paid by June 1.

The International Council will send to each registrant a receipt *and* a room reservation card. The hotels and Convention Bureau underscore this statement. "No one can reserve a room, either in a hotel or a private home, without presenting this room reservation card."



## *Buildings That Pinch Our Toes*

By GERALD E. KNOFF

SOME churches put up new buildings the way a certain twelve-year-old girl buys new shoes. To this girl, open toes and open heels are absolutely essential. The strap over the instep must be critically approved. Suitable coloring of the fabric or leather is an occasion for deep study. Perforations in the leather and brass-studded ornaments are a great talking-point. In short, she is concerned for everything, that is, except fit. And a month later, she has been known to complain that these shoes, selected carefully for style, pinch her toes and bind her heels.

Today hundreds of church building committees are at work planning churches and educational structures. Some of these committees will spend long hours deciding whether the building shall be "Colonial" or "Gothic," whether it is to be of brick or stone, and whether it is to have clear windows or stained glass. Of course, it is important that officials consider carefully such matters. But some of the committees will neglect to

study what is happening in the communities so far as population trends are concerned. And a few years later they will wake up to realize that the beautiful building, carefully appointed, does not fit the congregation it was designed to serve. There is a pinch here, a binding there, and a chafing yonder.

A building committee must remember that it is planning for decades to come, and not for the needs of the next five years alone. It should make a careful study, therefore, of population trends in the community. And this is important at two points, one more significant than the other. For example, a study of neighborhood trends may show that the church should move or that it should stay on the old corner. However the decision goes, it should be based upon fact. But age group trends are often more significant than geographical ones. It is not enough to know that out in Homewood Acres fifty new houses are being built. It is important to know what kind of families are moving into these

houses. Are they young couples? Are they families with school children? Are they retired businessmen and their wives whose children are married? All of these questions have a bearing on a congregation and the building that tries to serve them.

Further, and still more important, what are the trends in the community among population groups? Are there more babies now than there were five years ago? Is it likely that there will be as many babies born in 1950 as there were born in 1946? What about children, young people, and adults in proportion to the total population? How are these proportions changing from year to year? What public school grades carry the peak loads now? What is the expectation of public school administrators for 1956? for 1966? for 1976? These are questions for which answers must be carefully sought.

"How can we get the facts?" Well, one way is to find out what your public school boards and administrators know about popula-

tion trends. They probably have a wealth of information which they have used for the location of new school buildings, for charting school bus routes, and for the purchase of vacant property for later use. The city hall, the offices of the gas and light companies, the telephone company office, headquarters of real estate companies, can often indicate in what directions a community is expanding, where it is contracting, and where new homes are going up.

In most churches statistically-minded laymen will enjoy tackling this investigation. If the inquiry is ignored, people may dedicate the new building happily, only to find the building is too large in some places and too small in others.

My twelve-year-old friend is beginning to discover that open toes, wedge heels, and fancy stitching are no substitutes for a good fit. It is hoped that churches will make their own discoveries before it is too late.

—*International Journal  
of Religious Education.*



## Workbooks—

### *Some Why's and Why Not's*

By BERNIECE PETTINGER JOHNSON

CHURCH schools are reaching ever toward the best in present educational trends. Life-centered religious education falls directly in line with this viewpoint.

In terms of the learner the entire scope of his activities are included in "life-centered" education. All that pertains to the child's personality, talents, interests and needs comes into the range of the teacher's aims in serving him most effectively. Routine preparation of a few pages in a textbook drops from chief concern to that of supplementary value in the entire scheme of teaching. Likewise, the "follow-through" of the lesson into the life of the child becomes of utmost importance.

#### *Teaching Materials*

With increased production of a variety of supplementary teaching materials comes the problem of what to choose to accomplish the most in the child. At once workbooks enter the picture. Teachers look them over thinking how handy it is to have all these pages

of activity all ready for the class. On the other hand, reasons for avoiding the use of workbooks may come to mind.

#### *Some Why Not's*

In evaluating workbooks objectively, the following points are evident against the use of them:

1. Material in the workbook is of a formal nature which does not provide for the individual interests, choices, and abilities of the children. All are required to do the written exercises, regardless of what they may be capable of doing in a creative way. In other words, a child who can paint should be permitted to make a picture for the whole class to enjoy. A child who can mould clay into figures with skill might well be permitted to express himself in this way and share his contribution with the class. Others may wish to sing songs or play games suggested by the lesson. Still others may like to read extra stories which could supplement the lesson. The use of the formal page in the workbook might

circumvent these and other expressions of talents, interests, and abilities of the individuals.

2. Usually workbooks are used page by page consecutively. By choosing the follow-up work to suit the psychological tone set by the lesson, the result is far more effective in the life of the child.

3. Children feel a workbook provides just another page to "do" rather than giving them an opportunity to look forward to showing their own originality in a free manner of expression. They carry away only facts rather than the social application of the lesson.

4. Poor questions, or the possibility of several correct responses in workbooks, often make specific help by the teacher necessary. This defeats the purpose of even a formal written exercise in teaching.

5. The "turns" that every lesson takes due to the children expressing themselves are not given consideration in a workbook page. Thus a fine outcome of a lesson may be stilted by all participating in the author's prepared exercise.

#### *Some Why's*

The possibilities for workbooks, properly planned, should not be overlooked in this evaluation. Pupils find a sense of accomplishment in immediate activity provided by

a page to be done by the class. The minimum of achievement for even the slowest worker is set. Comprehension and interpretation of material may be stimulated by excellent directive questions or exercises.

#### *Some Suggestions*

The synthesis of this evaluation results in the suggestion to teachers that individual loose-leaf workbooks can be made up by the teacher as the text is covered. The use of certain minimum essentials of comprehension material might be included for all pupils in mimeographed form. A suggested list of creative activities from which each child could choose for his own follow-up of the lesson should be indicated. Using these suggestions a variety is offered for the accomplishment of the teacher's aims in each child of the class. Also the range of personalities and talents of the entire group is considered.

#### *Life-Centered*

In this way workbooks can most effectively serve the purpose for which they are designed. They then become representative of the material covered in the text as well as representative of the meanings of the lesson in the life of the child, expressed in his own original



way. Parents at once discern the difference in the learning value between the formal work exercise and the carry-over into the actual understanding and doing of the

lesson by the child in his daily life. A workbook built on these principles of education will definitely pass the "Why?" test and is a justifiable supplementary teaching aid.

## *Live Cradle Roll—*

### *Important Link to the Sunday School*

By MRS. CARL A. ANDERSON

THE cradle roll department of any congregation is a very important link between the home and the Sunday school, but to make it a strong link, those in charge must be awake to the opportunities and keep the cradle roll a live and interesting organization.

It must be alert to secure information of the birth of new babies within the membership of the congregation. It must also notice any new families who move into the community and ascertain if they have children of cradle roll age (three years and under) so as to contact them immediately for enrollment in the cradle roll department. Should they be in the unchurched group, this contact is of that much more importance.

The Nursery Packet of letters, prepared by Lutheran boards of parish education and available from our publishing houses, are of splendid content, and are sure to arouse an interest with the parents, be they church members or not. These Packets contain a series of twelve letters and birthday anniversary greeting cards. A letter is to be mailed to the parents every three months during the first three years of the child's life. Three birthday cards are also provided, one to be sent to the child at each of the birthday anniversaries. The final or last card is to be sent to the child just prior to Rally Day, inviting him to come and join the Sunday school on Rally Day.

To simplify the work in the



mailing of these letters, as cradle roll superintendent, I keep the Packets on file in the order of dates for each month and at the first of each month prepare the letters to be mailed out during the coming month, noting the mailing date on the corner of the envelope.

On a Saturday during the month of September, prior to Rally Day, we hold our annual cradle roll Party. To this party all of the children who are members of the cradle roll are invited to attend together with their mothers and grandmothers. If we find any child

in this age group whose parents do not attend any church, they are also included among the invited guests. Special effort is directed to locate such folks, as we find that if they attend this gathering an interest is aroused and it becomes an easier matter to persuade them to bring their children to Sunday school. Through their children they themselves may be brought into the church.

At this cradle roll party, held in the church parlors, chairs are arranged in a circle with a kindergarten chair in front of each one

of the larger chairs. Mothers and children are thus seated in this manner together with grandmothers or other friends who may be present.

Committees are selected from among the Sunday school teachers and they have charge of the arrangements, seeing that everything runs smoothly.

The hostesses receive the guests at the door and have them register. In this manner we have the names of the mothers and the children and the children's ages, as well as a complete register of the attendance.

The committee on arrangements and decorations make the room an attractive place to meet in, decorating with flowers, pictures and anything else to make a children's party pleasant.

The program committee plans the program for the party, the cradle roll superintendent being in charge. The first part of the program is for the little folks, with songs by the children already in the nursery class, and stories told by a good storyteller. A welcome is given by an older brother or sister. At the close of this part of the program the children's entertainment committee take the children to an adjoining room or booth

Of strategic importance to a Sunday school are its cradle roll and nursery class. The author of this article has had long and successful experience with both in a flourishing rural church at Wausa, Nebr.

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arranged for the purpose, entertaining them with coloring, cutting out pictures or other forms of activity interesting to small children. The remainder of the program is then continued. Usually it consists of group singing, readings, solos, duets or quartet numbers by some of the mothers. A talk to the mothers is then given by the pastor or a guest speaker. The Sunday school superintendent is always present and in a short talk to the mothers stresses the importance of the Sunday school.

After the close of the program, all of the children (except the babies) are seated at a long low table and served their lunch. The committee in charge take care of the babies for the mothers while they enjoy their lunch. Everything is very informal and sometimes noisy, but always enjoyable.

This year we had our tenth annual party. The first year there were twenty-six children, twenty-four mothers, two grandmothers and seven Sunday school workers present, making a total of fifty-



nine. This year there were fifty-five children, thirty-five mothers, fourteen grandmothers, sixteen Sunday school workers and five visitors, a total of one hundred twenty-five in attendance. Thus we see the interest is increasing.

Special emphasis is given to our Rally Day cradle roll promotion exercises. On this Sunday all the three-year-old cradle roll members, and those who will be three in a week or two, together with any other three-year-olds whom we may have been able to interest, are promoted from the cradle roll department into the nursery class of the Sunday school. This exercise is given in the church auditorium when the entire Sunday school is present together with parents and as many others as wish to be present. On Rally Day only a half-hour is devoted to the Sunday school period, following which the entire school is ushered to the church auditorium.

A white fence in two parts of about six to eight feet in length and three feet high has been arranged on the platform in the front of the church with a center opening as a gateway. Two girls from the primary department serve as gate-keepers, holding hands until the gate is opened. The nursery

department with their superintendent are grouped near the fence.

Our processional exercise has varied, but this year the following procedure was used: While a march was being played very softly, the cradle roll group to be promoted, dressed in white caps and gowns, together with their mothers if too shy to go alone, marched from an anteroom and took their places on the platform back of the fence. A primary child stepped forward and recited:

"Open the gates for the dear little feet,  
Coming to enter our Sunday school  
class;

Out of the years of their babyhood  
sweet

Now through the portals of childhood  
they pass.

Welcome the cradle roll band."

Then the two primary children acting as gate-keepers, unclasped their hands, opened the gateway for the cradle roll members to pass through. They arranged themselves in a row in front of the fence as they came through the gate, and as they stood there with a half-pleased, half-shy expression, they presented a beautiful picture. At this time the mothers seated themselves in the front pew. The name of each child was given by the Sunday school superintendent,

while the cradle roll superintendent handed out the certificates of promotion. This completed, a song was sung by the nursery and beginners' departments, after which the superintendent of the nursery department offered this prayer:

"We thank Thee, Lord, on this Promotion Day,  
That Thou hast given to our care,  
These little lives, so sweet and fair,  
For which to pray.

Thanks for the privilege given us,  
Of guiding small feet day by day,  
Of showing willing hearts the way  
That leads to Thee.

And we rejoice that we need not  
alone,  
Attempt to keep his charge divine;  
But Thou, as wee hands hold ours,  
Wilt hold our own. Amen."

This closed the exercise and the new Sunday school members returned to the church parlors.

The other children in the Sunday school remain in the church auditorium for the presentation of

promotion certificates given by the Sunday school superintendent to those who are promoted from one department to another department.

Each year kodak pictures have been taken of the cradle roll class in their white caps and gowns.

Throughout these past ten years great interest has been awakened in the cradle roll idea and the parents have realized more fully that their three-year-old child will get much out of Sunday school.

In 1938 we had twenty-four members on the cradle roll and five little folks were promoted. In 1946 we had seventy-one members on the cradle roll and twenty were promoted. Fifteen of these had become members because they were children of the congregation, but five were children in the community who had been won through the cradle roll party and cradle roll missionary work. God has blessed our humble efforts and to Him belongs the glory.

"All that we send into the lives of others  
comes back into our own."

EDWIN MARKHAM.

# *Teaching Beginners to Sing*

By RUBY PATTON NORDGREN

**T**OO OFTEN little children are expected to sing songs that are far beyond them mentally and emotionally. Music makes a real appeal to them and it is important that the music be well chosen. Unless they can sing those hymns which they understand, how can they really worship God in their singing?

In most Beginners (and primary) departments, there is considerable room for improvement in the way the children sing their songs. One reason for this may be that in a frantic effort to have variety the teachers select more songs than the children can master. A few songs and hymns, about twelve or fifteen, are perhaps as many as can be learned well during the year. If well chosen, they are a valuable asset for the children. Our pupils do not grow tired of them. It is we teachers who get tired of the old songs and grow restless for a change. But children love repetition and are happy when they have been helped actually to master a song. Besides, we have the children only once a week and there is not

time to teach thoroughly more than twelve to fifteen songs in the year.

## *Basic Principles*

The following are some basic principles for selecting and teaching songs to beginners:

1. All songs and hymns should be within the understanding of the pupils. If they are not fully understood, at least they should be rich in meaning to four- and five-year-olds.
2. Care should be taken to have the words sung sweetly, clearly and distinctly, but never loudly. Remember that children's voices are pitched high and light. The vocal chords are still immature and an unnatural strain on them may cause irreparable injury.
3. Sing only a few songs and learn these well.
4. The words and music should be simple in form. Songs should be of reasonably good literary musical quality.

## *What to Expect from Good Hymns*

Recently a group of teachers were discussing children's hymns.



One superintendent remarked that her department sang only choruses. *In My Heart There Rings a Melody, Brighten the Corner Where You Are, Love Lifted Me, Oh Come to the Church in the Wilderness*, were among those mentioned.

Several teachers challenged the wisdom of this because "chorus songs usually appeal too much to the child's sense of rhythm with emphasis on *I, me, and mine*. Usually they are very subjective and seldom do they possess real beauty."

After much discussion the group decided what a good hymn must do:

1. Good hymns cover a variety of subjects: praise, my needs, Scripture, creation, love of God, missions, and so on. Most choruses have too much feeling and too little of either truth or challenge. Perhaps around the campfire pep-ppy, sentimental songs fill a need, although it is doubtful. "He walks with me and He talks with me" comes close in sentimental feeling to many of the popular June-moon-love hits. They may be indulged in by adults but have no place in the smaller children's worship service.

2. A good hymn begets rever-

ence. Examples: *This Is God's House, In Church, Praise Ye the Lord*, and *When to Church I Go*.

3. A good hymn will give clear concepts of God and Jesus, and ideals toward which to work. *How Strong and Sweet My Father's Care, Learn Well One Lovely Rule, Tell Me the Stories of Jesus, The Word of God, Gentle Child of Nazareth, Jesus Our Brother* are a few examples.

4. A good hymn also expresses desirable feelings and worthy pictures of the truth. *Holy Night, Silent Night, O Little Town of Bethlehem, Christ the Lord Is Risen Again, Lord of the Sunlight, and Beautiful Saviour* speak clearly of inner spiritual experiences of the authors, experiences that may be shared at least to some extent by the rest of us.

5. In a good hymn the music fits the words with pleasing harmony. It does not use syncopated rhythm. Compare the music of *Brighten the Corner* with Mendelssohn's *'Tis God Who Sends the Spring, The Little Flowers Came Thro' the Ground*, or *Friends Everywhere* by Mrs. Og-leeve.

If we hope the child will prefer good music, good hymns, then we

must train him up in the way he should go.

### *Teaching a Hymn*

Have the children listen while the pianist plays the new hymn through two or three times. Then ask if they would like to hear the story the music tells. Repeat the words and converse about them until every child gets the meaning. Then one of the teachers may sing the hymn without accompaniment. In song as in everything else the teacher is the pattern. If she sings with appreciation and sincerity the children will imitate.

In teaching the new song the teacher and assistants should, as early as possible, sing very softly so as not to drown out the children's voices. The piano, also, should be properly subdued and dispensed with during part of the time. In repeating the song encourage individuals to sing, then three or four children, and some-

times all the children. They may sing standing or sitting. The teacher may close her eyes and listen, or she may go to the far end of the room to listen.

It is better not to tell the children to sing "loudly" or "softly." It is much more effective to call attention to the character of the song; for example, how quiet we must be when we are rocking the baby, and the soft tone will creep into the music. *Away in a Manger*, *When to Church I Go*, *Glad Easter Is Here*, *Praise Him, All Ye Little Children*, contain different suggestions, the lullaby tone, the quiet tone, and the lusty tone of praise.

It is well to utilize every other method to secure good results, but there can be no substitute for the teacher who loves the song and, having felt its ministry in her own life, is eager to share it with some of God's little ones.

"Be like a bird on a bough too frail  
To bear him, gaily sings;  
He carols, though the slender branches fail—  
He knows that he has wings." VICTOR HUGO.

# The Primary Department

By MRS. ANNA DAHLQUIST

HERE, on Sunday morning, we meet with boys and girls in the six-to-eight age group. They are full of vitality, interested in things about them and eager to learn. They are at a very impressionable age. What we say and do and teach may very well leave a deep imprint on their lives. How very fertile are the minds of these young folk! How important that care be chosen in the planting of the seed in this fertile field so that only fine fruit shall be the yield!

What are some of the seeds that we as teachers are trying to plant?

1. Seeds of reverence and respect for God and His holy temple. We want the boys and girls to assume a proper attitude toward worship. We have gathered to worship God in His house. We are in the presence of the Lord. He is knocking at the door of our hearts and asking to come in. "Behold, I stand at the door and knock. If any man hear me and open the door, I will come in." Do we hear Him? Shall we open our hearts to Him? Shall we sing, "Come into my heart, Lord Jesus"?

2. Seeds of close relationship to God, to Jesus.

We want the children to feel that in Jesus they have their best friend; that He cares for them and watches over them with an unbounded love and interest.

This may be accomplished by talking together or by means of songs, such as:

"I am Jesus' little lamb,  
Therefore glad at heart I am.  
Jesus loves me, Jesus knows me,  
All that's good and fair He shows me,  
Tends me every day the same,  
Even calls me by my name."

It may be a story, such as "Jesus Blessing Little Children," that helps to plant this seed.

Just as we want them to feel that Jesus is always near to them, so, also, do we want them to feel that, because of this closeness, they may talk to Him as to any friend, and He will hear. We do this, of course, through prayer. Sometimes it may be the child's own simple, little prayer, or it may be one that he learns to say:

"Jesus, friend of little children,  
Be a friend to me.  
Take my hand and ever keep me  
Close to Thee."



## 3. Seeds of service.

Jesus needs us as helpers; He wants us to work for Him, to be His little missionaries.

We can encourage the children to invite other children whom they know do not attend any Sunday school to visit and perhaps join with them.

Through regular and special offerings they can help in mission work at home and abroad. Collections for children's homes; for homes for the sick and invalid; for European relief; for China, Africa, and India. All these appeal to the young hearts. Through such work they are taught to be good neighbors, giving help, spreading cheer and comfort, being friendly.

How they love to sing,

"Jesus bids us shine  
With a clear pure light."

Surely through such service they shine for Jesus.

## 4. Seeds of faithfulness.

Let us encourage our boys and girls to be faithful to God by:

a. Attending church school regularly unless illness prevents. If necessary to be out of town, to attend Sunday school there so that one feels he has not stayed away from God's house.

b. Learning our lesson.

In this department the memory work generally consists of learning a Bible verse. However, this is not enough. The story should be read and reread so that it becomes

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**Understanding of his task is of supreme importance to every teacher. Here an experienced primary teacher interprets the work of the primary department. Mrs. Dahlquist is in charge of this department in the First Lutheran Church, New Britain, Connecticut.**

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very familiar. Other suggestions should also be carried out.

Parents must share in the planting of this seed. The children will need help in the preparation of the lesson and in stressing the importance of getting to church each Sunday.

## 5. Seeds of knowledge.

Through stories, lessons, activity work and song, we

a. Try to acquaint our little folk with: facts about the Bible, God's wonderful works, stories of Jesus, stories from the Old Testament, the growth of the church, and other worth-while subjects that little followers of Christ should know.

b. Help to establish an appreciation for God's world.

c. Impress on him the value of being a good Christian.

d. Teach him to pray.

These are but a few of the seeds of value that need to be planted in this fertile field of the child's mind. They may determine wheth-

er or not the child shall grow as a Christian and in willingness to serve Him who is always willing to serve us.

Is Christian growth worth while? If so, let us continue to plant the good seed!

## *The Substitute Teacher*

By RUTH PARKANDER

WHEN the church school session was about to begin, there were two classes without teachers. The superintendent hurried to the Bible class and asked for volunteers to take these classes. The teachers secured had books thrust into their hands and then went to the classes to carry on in the best way they could.

Does this situation sound familiar? Our teachers for the most part take their responsibility seriously and are regular in attendance. Occasionally, however, a teacher may find it impossible to meet with his class. When such a situation arises are we really prepared to face it?

In the above example we can see what will happen. First of all, the Bible class will be interrupted

and something of the spirit of the class will be lost. In the second place, the substitutes will be forced to teach without preparation, and finally, the class will suffer because of such last minute arrangements.

Our church school hour is too important to risk even one session with an unprepared teacher. How, then, can we make sure that this will not happen?

Some schools have tried the substitute teacher's training plan. At the beginning of the year a group of substitute teachers is chosen with the same care as is used in choosing the staff of regular teachers. These teachers are invited to attend the regular teacher's meetings and the teacher's training classes. Each substitute teacher is assigned to a particular Sunday

school class and is expected to attend as many of the sessions as possible. The substitute is provided with the same text material that is given to the regular teacher and it is suggested that he prepare the lesson as if he were going to do the teaching.

The advantages of such a plan are numerous. It provides a splendid method for training the future teacher. Not only is he given the theoretical training in the teacher's training classes but he is also given the opportunity to see this theory put to practical use. By actually preparing the lesson he is given the benefit of comparing his lesson plan to that of the regular teacher's plan. From first hand guidance he is shown the various methods of teaching. From his position as a spectator he has the chance to observe the reactions of the pupils to the lesson and is able to see just how the lesson can be improved.

The regular teacher will gain much through such a plan. When he knows that someone is going to observe his teaching, he will be on his toes to see to it that he really is teaching in the best manner possible. It will give him a chance occasionally to visit another church school so that he may gain new ideas in his teaching.

Of course the class will benefit from such an arrangement. When the regular teacher can not be there they will not be faced with a stranger, but with one acquainted with the members of the class, the projects and objectives of the class, and one thoroughly prepared to teach the day's lesson.

The most desirable plan is to have one substitute teacher for every class. Where this is not possible, there should be at least one substitute for each department. Then the substitute should attend one class one Sunday and another the next Sunday.

Superintendents have complained that the biggest problem that they have is the problem of getting enough teachers for all the classes. When possible teachers are approached one often hears the remark, "Why, I couldn't possibly teach! I have never had any training."

They are right. Teachers should not be given classes unless they are carefully trained for it. A definite substitute teacher's training plan may solve this difficult problem to the benefit of the individual class and the Sunday school organization.



# Home Education

*Issued by the National Kindergarten Association*

## A Lesson in Honesty

By EDITH GABRIEL

“SEE here, Mother!” exclaimed Johnnie, joyfully, on returning from an errand to the grocery. “I have more money than I took to the store, and I have the crackers and milk, too.”

“What do you mean, Johnnie?” asked Mrs. Davis. “Let me see,” she added, as she looked into his half-open extended hand.

“Count it, Mother. You’ll see I’m right.”

“Let us count it together. Milk, fifteen cents—crackers, twenty cents. That is thirty-five cents. I gave you fifty cents, and you have sixty-five cents left. How could it have happened?”

“Mother, may I have it? It is mine, isn’t it? Now I shall have enough to get that tire pump for my bicycle. I’m lucky!”

“Wait a minute, Son. Do you really think it is yours because the grocer made a mistake?” asked Mrs. Davis.

“Well, if he is stupid enough to make such mistakes, it’s his fault,

isn’t it?” said Johnnie, rather disconsolate to think his mother took a different view.

“Let us talk this over,” she replied. “Suppose you and another boy are playing a game in which quick and correct thinking and action count. Then, if your opponent is slow or makes a foolish move, it is right for you to benefit by the points which he loses, isn’t it?”

“Yes, Mother,” said Johnnie hopefully.

“But,” continued Mrs. Davis, “it is only in games that one may take advantage of another’s mistakes, and even in games there are very strict rules with regard to *playing fair*.”

“Yes, I’ll say there are!” agreed Johnnie.

“In business, if one person takes advantage of the other—that is, if he watches for a chance to make the other one lose—he is not being fair. Do you understand?”

“I understand what you say, but I don’t see why he isn’t being fair.”

“We needed some crackers and

some milk. The manufacturers of the crackers are a long way from here, and they sell them only in very large quantities. The milk comes from a dairy miles away, too. Mr. Mills stocks his store with many things like these, and he hires men to wait on his customers and to keep the place neat and clean. He charges a little more than he pays for each article, to make it possible for him to meet his expenses and to support his family. So, although he is in business first of all for himself, his business is very important to us and to other families in the neighborhood, too."

"Yes—I see. He is really doing us a favor, isn't he? For me to keep his money when he made a mistake would be like—like—well, you see Henry Stout asked me to change a glass marble for him this morning. He wanted five *commons* for his *glass*. While I was counting I dropped a *common*. He picked it up and gave it to me. He didn't try to *keep* it."

"You have the right idea," replied his mother, smiling.

"I'll take the money back," said Johnnie.

"And hurry, because dinner is about ready," she answered.

Mr. Mills thanked Johnnie as

he would have thanked a man under the same circumstances. Then he said, "You know I have too much to do; that is why I make mistakes. Say, young fellow, how would you like to earn a little money? You could work an hour after school—say three days a week. That would help me a lot."

"Mother, I think this is the best beef stew you ever made," said Johnnie as he passed his plate for a second helping, after relating his experience at the store. "May I work for Mr. Mills, Mother?"

"Yes, why not?" she answered. "I'm glad you like the stew."

## Those Stormy-Day Blues

By IRMA DOVEY

MRS. JORDAN sank into a chair as the door closed on the last member of her family—going off to school and some to work. What a morning! In spite of the hindrances they had had in finding the things they wanted to wear, most of them had been ready for breakfast before she had it on the table.

Bill could not find his algebra and upset the house generally looking for it, although it was under his pillow all the time! Marjorie,

who worked is an office, discovered at the last minute that her raincape was torn past all wearing and she would have to change to her suit. The twins grumbled and fussed all during breakfast: "Who is going to take us to school?" "Where are our rubbers?" "Do we *have* to go to school today?" It had finally descended to, "He hit me first," and Mrs. Jordan had been obliged to take firm measures.

"Why," she wondered, "doesn't someone invent an alarm clock that will ring a half-hour earlier on mornings when it is storming? With extra garments to be found and an unusually early start needed, due to crowded busses, stormy mornings require much more time, as well as more energy and more patience. Here I am worn out already, and the day has scarcely begun."

She forgot her troubles for a few minutes in glancing through a new magazine; then she began washing the dishes. When they were done, there were dusting and sweeping to do. She put down extra rugs by the doors for wiping muddy shoes. "These rugs are clearly visible to me, but they probably won't be to *them!*" she thought.

As she worked, she considered

what might be done about the problem of stormy days. She had tried a box of *stormy-day* games for the twins — beanbags, dominoes, and pictures to cut out. That had helped somewhat, but it was hard to keep the contents of the box reserved for such times.

If she could only manage to awaken earlier on those mornings, so as to have time to prepare something extra special for breakfast; that would give the day an air of festivity and would help to soothe the ruffled feelings that came from hurry and the breaking of precious plans.

Perhaps everything now in the hall closet could be taken out and that entire space kept exclusively for bad-weather paraphernalia. If rubbers, umbrellas, and raincoats had one special place, they might really be *kept* there. It would make it easier to check on their condition, and to make replacements.

She was still planning when Bobby and Benny came in for lunch.

"Well, how did school go?" she asked mechanically.

"Oh, only so-so," answered Bobby. "We had to stay inside for recess."

Mrs. Jordan remembered her own teaching days. That had al-



ways been a difficulty. Even with generous play space, the children did not work off their energies in the school building as they did out-of-doors.

"Miss Johnson wore her red dress. Boy, is it pretty!" Benny contributed over his bowl of soup.

In college, Mrs. Jordan recalled, prospective teachers had been advised to wear bright colors on stormy days. Perhaps gay colors were a tonic for everyone. Mothers might well take this advice, too, and not choose the old brown print because it is such a damp day and the pretty dress might get limp or soiled.

"I don't suppose I'll remember them all, nor put half of them into practice," Mrs. Jordan told her husband that evening, "but I have made some good resolutions for the next stormy day."

## *Activities in the Field of Christian Education*

By I. O. NOTHSTEIN

*Faithfulness Recognized.* The Parish School reports that Mr. August F. Miltz and Mr. E. H. Ritenour began attending the Men's Bible Class when the First Lutheran Church (U. L. C.) in

Richmond, Virginia, was still a mission. Mr. Miltz has been coming ever since—every Sunday. A few months ago, when he had attended for forty years without missing a Sunday, special recognition was made of the fact. At the same time Mr. Ritenour was honored for his thirty-nine-year record, and recognition was given to Mrs. Ritenour for her twenty-five years of uninterrupted attendance. Nor have they been content simply to attend. Mr. Miltz is financial secretary of the Sunday school while Mr. Ritenour has served as class teacher, on the church council, and as superintendent of the school.

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*Deacon Gets a Good Idea.* The superintendents of Holy Trinity Lutheran Parish School (Augustana Synod), Duluth, Minn., tell the story in *The Lutheran Companion* of how Deacon L. N. Moland of their church got an idea that has resulted in surprising things in their church and school. Deacon Moland read about the 17,000,000 children in the United States not receiving religious instruction of any kind and concluded that some of those children must be living right in his neighborhood in Duluth.

So he began ringing doorbells

and wound up the first week by bringing in eight children. He was not satisfied, however, and continued to ring doorbells until he was making two trips with his car every Sunday, bringing fifteen children to the Sunday school. Then, because he found many more children who wanted to come, he brought the matter to the attention of the board of deacons.

The upshot of the matter was that a small bus was chartered from the Duluth-Superior Transit Company, and soon there were eighty additional children in the church school every Sunday morning. Later the deacons had to authorize the chartering of another bus, the largest type operating on the city streets. The work of locating and transporting children spread to two other Lutheran churches in that district. As a joint project another bus was hired, and the field of operations enlarged.

Altogether 182 children have been added to the enrollment of the three Lutheran churches, eighty-three of them to Holy Trinity Sunday School. As the result of this increased enrollment, the school could not supply teachers fast enough, and a campaign for more teachers had to be put on. This effort resulted in the addition

of eighteen new teachers and staff members. "The most gratifying thing about the whole experience," say the superintendents, "is the fact that, out of these eighteen new staff members, eight were G. I.s of World War II. Not one of these young men had to be challenged twice."

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*Sunday School Bulletin.* Trinity Lutheran Church (Missouri Synod) of Port Huron, Michigan, issues a special Sunday school bulletin each week. Mimeographed on colored paper and provided with a suitably decorated front-cover design, the bulletin brings such news and information to the Sunday school pupils as should appeal to them and stimulate their interest. The duplicator used for producing these bulletins was a gift from the Ladies Aid Society and the Mary-Martha Guild.

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*When a School Gets a Vision.* *The Lutheran Herald* tells the story of one of the E. L. C.'s Sunday schools located at Mount Vernon, South Dakota, which is a real pacemaker. The enrollment of the school is sixty, which would not generally be considered as indicating a group capable of making much impression on the world at large. But this Sunday school is

mission-minded, and all the money received above the necessary expenses of the school is sent to missions. That the sum thus collected and sent away really amounts to something is shown by the record of the first ten months of 1946, during which period the average monthly collections were \$100.57. \$1,000 had already been sent to the mission treasurer of the synod and it was expected that another hundred would be available for the same purpose from the total year's income.

## *Teaching with Still Pictures*

From page 2

or Slidecraft materials. The production of handmade slides provides excellent school projects for class activities.

Colored pictures were originally bound in 2x2" slides for convenience and protection. Now producers are beginning to print them on 35 mm. filmstrips. This will make possible the ownership of libraries of colored pictures at reasonable cost.

Slides in the 2x2" size are popular because they can be used in any sequence. However, filmstrips can be used almost as advantage-

ously by shifting the frames as desired. The lens should be covered with the hand as the filmstrip is moved from one frame to another. A desired frame can be easily found on a filmstrip if the instructor will practice a little before the class begins.

It is generally believed that the filmstrip will continue to be a popular projected aid for churches and church schools for the following reasons:

1. The cost is so reasonable that rental is not necessary.
2. Filmstrip libraries can be established without great expense.
3. A roll of 35 mm. film requires little storage space.
4. Transportation is convenient and inexpensive.
5. Almost anyone can operate the small, simply-designed projectors.
6. A single picture can be held on the screen as long as necessary for the students to study it in detail.
7. As many pictures as desired can be used from the filmstrip.
8. Filmstrips are easily correlated with lesson materials.
9. A good screen image is obtained in a room that is only semi-darkened.